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have you heard? do you know?

The ACA's 17th Annual Seminar for Camp Directors and Senior Staff, held at Banff Center in January, had as its theme "New Adventures in Camping". After reading the programme, we wished that so many miles didn't prevent us from attending. With **Al Schaffer** as its Conference Chairman it was bound to be a success. ▲ Apparently the NBCA is having growing pains trying to build up its membership. Many camps have to be convinced of the value of CCA. Hopefully, this magazine may be one way to help them get out of the doldrums and on top. ▲ Very special thanks to **Paul Belanger** who has reported the following news from the Quebec scene . . . **M. Yves Beauregard** a rendu des services incalculables à notre association comme directeur exécutif permanent de l'A.C.Q.-Q.C.A. depuis plusieurs années. Il vient d'être nommé Directeur du Camp des Enfants Infirmes (Société des Enfants Infirmes du Québec). Félicitations et reconnaissance. ▲ Dès janvier cette année, l'A.C.Q.-Q.C.A. organise plusieurs stages de formation (cours de base et de spécialités) pour moniteurs de camps de vacances tant du côté de Québec que de Montréal. Ces stages sont en grande partie subventionnés par le Haut-Commissariat à la Jeunesse, aux Loisirs et aux Sports du Gouvernement du Québec. ▲ Le thème du Congrès de l'A.C.Q.-Q.C.A., les 28-29-30 mars 1974 au Reine Elisabeth de Montréal, sera *"Une Dynamique du Changement"* Please keep your news coming, Paul. ▲ The Editorial Committee would very much like to include an article in French in every issue of the magazine and so would appreciate receiving the material. And how about some Tips? As you can understand, the copy submitted would have to be edited, ready to pass on to the typesetter. Your Editor regrets that, although she has enough command of the French language to proof-read, she cannot edit an article in French. Hopefully you will be interested in writing an article or tip and send it along to Paul. En avance, merci à nos amis en Québec. ▲ The Canadian Churchman, the national publication of the Anglican Church, has asked **Eanswythe Flynn** to write copy for a monthly article on hints for parents whose children will be going to camp. This will appear with advertisements about children's camps. Anyone wishing to advertise their camp would be advised to write immediately for information to The Canadian Churchman, 600 Jarvis Street, Toronto 5. ▲ The dates and locations have been set for the following Canoe Schools . . . Atlantic School at Camp Wapomeo, Yarmouth, N.S. – June 10-19 with **Susan Cousineau,** Director • English Eastern School at the University of Ottawa Camp, Gracefield, Que. – May 30-June 8 with **Doug Wipper,** Director • French Eastern School at the U. of O. Camp, Gracefield, Que. – June 10-19 with **Gaston Lemire,** Director • Mid-West School at Camp B'nai B'rith, Kenora – June 1-10 with **Jim King,** Director • Western School at Camp Chief Hector, Banff – June 19-28 with **Claude Cousineau** and **Kirk Wipper,** Directors. ▲ From encouragement received at Geneva Park, **Philip Giberson** from the N.B.C.A. tried his stab to get a travel grant from the Secretary of State and was successful which meant that 21 teenagers travelled by bus for 5 days in Ottawa and 1 day and night in Montreal. They "camped" in homes and some meals were cooked in the out-of-doors. Philip also suggests that an excellent program idea would be an exchange of campers and/or leaders, possibly 5 in number, with another camp. As he points out, it is a great way to exchange ideas and get to know this country of ours. ▲ Reprints of the article on Miss Mary S. Edgar by Mary L. Northway, which appeared in the Fall Issue of "Canadian Camping", may be purchased from the C.C.A. Office at a charge of 50¢ which includes mailing and handling costs. ▲ What a delight it was to hear that the Girl Guides of Canada plan on recognizing National Camping Day this summer! Will other camps across Canada follow their lead? We wonder. ▲ Before signing a "30-30" to this column, there are two people we'd like to recognize with a large swish of the hat! Why? Because the honour they have both received was well-deserved. In December, at the Investiture Ceremony at Queen's Park in Toronto, Lieutenant-Governor Ross Macdonald presented the Commonwealth Award, the Service Cross, to **Jocelyn Palm,** for her many years of outstanding service to The Royal Life Saving Society of Canada. Her citation states her many contributions to the Society and the words *"served with distinction", "a good-will ambassador", "far beyond the call of duty"* aptly explains why she has been singled out for this outstanding award. Your many friends across Canada, Joc, wish you every success and happiness. The OCA is the richer for your presence on its Board. ▲ A gentleman who has contributed a great deal to the Canadian camping scene is **Kirk Wipper.** The Ontario Government has presented him with a plaque in official recognition for his contribution during the Queen's visit last summer. The International Museum of Canoes and Kayaks provided a Canot du Maître, known as the Montreal canoe, for the pageant held at Old Fort William, a famous fur trading post. The canoe, 36 feet long, made entirely of birch bark and natural material, with no nails, was equipped with all its fittings including paddles and sail. The Royal Couple were so intrigued with the event that they engaged in conversation with the paddlers. It is of interest to know that this canoe may be seen at the International Museum of Canoes and Kayaks, located adjacent to Camp Kandalore in Dorset. ▲ So long for now.

– Helen Stewart

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A Message from the President

Message du Président

Madame Editor – this is my mad month! Instead of all the nice things I'm supposed to say, let me have the chance to 'sound off'. I'm frustrated, discouraged and just plain mad!

I'm frustrated by exhorbitant rising costs, and the frustration is compounded because I see and read about young people AND adults who are motivated by a 'gimme, gimme' philosophy. I am thoroughly discouraged with some of the phony make-work programs of certain Governments – programmes which allow some incompetent teenagers to operate Camps on their own, at salaries which Camps are unable to afford. As an Independent Camp Director I question whether or not I can or want to continue to suffer as a result of the bungling, broke, befuddled Unemployment Insurance Commission; for not only do I and my Staff have to pay more – we have to dig deeper to support those who 'don't feel like working'.

Since the beginning of the Century, Camps have been in the field of Outdoor Education. Now some outsiders have found a label . . . and alas, they say there's something bright in the skies – like a mighty comet – a revelation! School Boards and teachers see the benefit of an educational experience in the out-of-doors, and now who's taking the back seat? That's right, the Camp Directors and Staff! And that's **our** *fault! We let Camps sit idle, complain about high costs, and watch School Boards build elaborate, beautiful Outdoor Education Centres. When are we going to get together?*

As I get more and more involved in Volunteer Organizations, I become more and more discouraged with a certain kind of volunteer . . . the one who says, "I'll do it" – and he doesn't! I am (this month) completely dejected by an attitude which some say is an inherent quality of Canadians – namely criticising. It seems to me that as soon as a person becomes the leader of his Organization, Community, Province or Country, we start to criticize. Publicly and privately we subject our Leaders to rumour, gossip, innuendoes, barbs. We try to find something wrong. We condemn them, and offer our criticism instead of support! It would seem to me that many of these people who are prepared to give their time and experience to help their fellow man, soon get to that questioning point when they say, "What the hell – it's not worth it!" And I don't blame them.

And I'm particularly frustrated by the philosophy of "The Committee" . . . the philosophy which says, "Let's form a committee, and we'll talk about what we should be doing. We'll talk for hours and hours and hours, and months and months and months". With yawns, phony smiles and everyone having the chance to say the same thing in a hundred different ways, we eventually get something done. But how much more could have been done in the Community, in the Organization or in the Camp if people only talked when they had something to say!

Madame Editor . . . I want to go back to Camp! Please let the summer come quickly, because when I see children singing and laughing and playing together and resolving disagreements, and achieving and learning to live with each other, I can't possibly get mad. And when I see a young Counsellor guiding, leading, laughing with and holding a child, there isn't any room left in my heart for frustration and discouragement. When I see people living and working together, unmindful of all the petty things which upset me in January or February, I become revitalized . . . and I can say to myself, "It's really worth it. Thank God I'm alive and living – with kids and young people!"

Madame la Rédactrice – en voilà un mois fou! Au lieu de dire des choses bien gentilles, permettez-moi de donner libre cours à ma colère. Je suis dégouté, découragé et plus que furieux!

Les prix qui augmentent toujours me vexent – et de plus je suis vexé d'entendre parler et de même rencontrer des jeunes gens ET des adultes qui ne veulent que recevoir tout à titre gratuit, sans travail. Je suis découragé à voir ces drôles de programmes de travail, proclamés par certains gouvernements, permettant à des jeunes incompétents d'être préposé à des camps et à des salaires que les Camps d'été ne peuvent payer. Comme Directeur de Camp Indépendant, je me demande si je peux, ou si je veux, continuer de souffrir à cause de la politique maladresse, misérable et ruineuse de la Commission d'Assurance Chômage – car non-seulement cela nous coute-t-il plus cher, à mon personnel ainsi qu'à moi-même, nous devons nous efforcer à supporter ceux qui n'ont simplement pas envie de travailler.

Depuis le début du siècle les Camps ont servi l'éducation au plein air. Et voilà qu'actuellement les laïques ont eu une idée – c'est une révélation comme un comète aux cieux! Les commissions scholaires et les professeurs se rendent compte des avantages de l'expérience éducationelle au plein air et à présent – qui est refoulé? Oui, vous le doutez bien. Ce sont les directeurs de camps et leur personnel. Et celà est bien **notre** faute! Nous avons laissé des camps rester inusités, nous plaignant des frais trop élevés, pendant que les commissions scholaires s'empressaient de créer des centres d'éducation en plein air, très soignés et luxueux. Quand pourrons-nous finalement unir nos forces?

Plus je m'occupe des organisations bénévoles, plus je suis découragé à la rencontre de certains volontaires – qui vous disent "je m'en occupe" – et ne s'en occupent point. Je suis aussi très déprimé par l'attitude – étant, paraît-il, la nature des canadiens – qui veut critiquer tout et tous. Du moment que quelqu'un devient chef de son organisation, de son groupe, de la province ou du pays, nous nous mettons à critiquer, à le blâmer. Publiquement ainsi qu'entre nous, les rumeurs, les commérages et les insinuations n'en finissent plus; on tâche de trouver quelquechose de mauvais. On les condamne, au lieu de les soutenir. Il me semble que ces personnes, qui donnent leur temps et leur expérience à leurs confrères, arriveront bientôt à se demander si cela vaut bien la peine. Et je crois qu'ils ont raison.

Et je suis surtout lassé de l'attitude du "Comité" – cette attitude qui veut qu'on forme un groupe, pour parler des choses qu'on devrait faire. On parle pendant des heures et des heures, et des mois et des mois. Tout en bâillant et en souriant on répète la même chose de cent façons différentes, et finalement on arrive à accomplir quelquechose. Mais combien de plus aurait pu être accompli, communautairement, dans l'organisation ou au Camps, si les gens ne parlaient que lorsqu'ils avaient quelquechose à dire!

Madame la rédactrice! J'aimerais retourner au Camp! Voulez-vous laisser arriver l'été bientôt, car lorsque je vois des enfants qui chantent et rient et qui jouent ensemble, s'entendant les-uns-avec-les-autres, je ne suis plus fâché. Et lorsque je vois un jeune moniteur qui guide et conduit un enfant à la main, en chantant – il n'y a plus d'amertume dans mon coeur. Et quand je vois des gens qui vivent et travaillent et s'entendent bien, sans tenir compte des mesquineries qui m'agacent en janvier et en février – je resens de nouveau la joie-de-vivre . . . et j'arrive à me dire – "s'en vaut bien la peine. Grâce au ciel, je suis au monde et vivant – avec des enfants et des jeunes!"

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A case for "PARTICIPATIVE" CAMPING

by Al Knox
Former Director, Camp Wanakita

It seems to me there are two styles of resident camping, a more traditional style in which the benefits of good camp program are stressed and a more "participative" style in which program is seen as a tool to help the participant learn more about himself and become challenged to develop his personality in a number of ways. The difference seems to be in the extent to which program is seen as a goal or as a tool to help other goals be reached and in the extent to which "camper participation" is seen as a learning tool.

I'm sure most camps stress a theme or purpose which is of a *personal development* nature. Are we aware of the implications of such goals? Do we understand the learning concepts involved in helping people change their behaviour? How many of our camps or programs are evaluated on the extent (or the effort made) to which such growth has been achieved versus evaluation based on number of participants, degree of fun (alone), etc.? For that matter, do criteria exist in our evaluation processes to measure such personal development?

It seems to me that if our goal is to help people learn or change their behaviour in positive ways then the resident camp setting is one of the potentially most effective tools to carry out such aims. Here, ideally, the factor of capable leadership combines with that of a prolonged period of time to produce an environment with great potential to promote change and personal growth. If this goal cannot be achieved at a resident camp, can it be achieved in any other youth program without the advantages of a total living environment and the time necessary to encourage self examination and change?

To be successful in developing such a program a number of factors must be considered. We must understand the concepts involved. We must understand how people learn – that is, change their behaviour – and how learning can be encouraged through self examination, etc. We must provide an environment or learning climate in which people feel comfortable in trying out new behaviours. If we understand that we cannot change people, that they must change themselves, then we must encourage them to become *involved* in a process that will help them discover a need for change, a goal(s) to strive for and a means of achieving it.

Involvement is the key. If we want people to learn to make responsible decisions we must provide them opportunities to make decisions and then help them evaluate the results of their decisions. If we want them to learn the concept of shared leadership – that leadership is a set of functions that enables a task to be achieved and that all members of a group can contribute to the accomplishment of the task; that the leadership can be shared, that a person who normally sees himself as a follower can come to realize that he has some leadership skills which can be developed – then we must encourage them to experience leadership roles, etc.

At the same time, we must be aware of the risks involved. More often than not, learning involves a period of frustration. It is a struggle to learn new behaviours. We must help our participants work through this struggle successfully. The struggle will be seen as worthwhile if the result is positive. Effective evaluation is necessary to help the participant become aware of the process involved and become aware that signs of success can be as important a step as reaching the final goal.

Inappropriate decisions will be made. We must help our participants learn through their mistakes. If we take this opportunity away from them through pre-planning then we lose an effective learning tool. Two sayings come to mind, "There are no such things as problems, only opportunities for learning", and, "If you're not making mistakes, you're not doing anything"; perhaps they contain an ounce of insight.

If we believe in the endeavour described above, our question at camp is how can we minimize the risks and maximize the learning environment. Hopefully, through good camp program we can make learning enjoyable. The camp staff must understand and be committed to these principles. They must be capable of working through the process and they must be effective evaluators. They must be self motivated and they must be able to share their own leadership to accomplish the stated goals. The key to success lies in the selection and training of such a staff. The goals I trust are unassailable.

If you accept the premise of participative camping, the hardest factor lies ahead, implementing the concepts. I have been working on it for several years and I have a long way yet to go. If your staff becomes supportive of this approach, I'm sure you will develop many creative approaches to participative programming but here are a few ideas that you might like to try which we, at Camp Wanakita, have had some degree of success with:

1) *Camper Councils* – We simply invite *any* interested camper to join in a series of meetings to plan a camp special event (or a section program). Don't sell the junior campers short. You will find that they have the creative ideas – not being hindered by tradition, previous experience, etc. – and the seniors will be most helpful when it comes to planning details and carrying the program out. If you want to be really daring, let them struggle with the development of their own leadership and operating structure. This can be a frustrating experience but a truly rewarding one.
2) *A Phase System* – This past summer our Junior Section operated on a 3 phase system designed to help campers and staff move together into a participative style of operating.
   (a) the first several days' program is planned by counsellors or on a Section basis
   (b) next, campers and counsellors plan together based on camper ideas

Participative Camping *continued*

(c) finally, campers plan as a group with the counsellor assuming a truly advisory role.

3) *Decentralized Camping* – Our Seniors operate to a large degree on a cabin-centred basis, each cabin acting as a unit. Counsellors are challenged to be "advisors" vs. leaders thereby helping the group develop its own leadership. Early in the camp period the total section meets to discuss this style of operation, get to know each other and develop program ideas out of "buzz" sessions, etc.

If you want to pursue the concept of participative camping further I recommend that you read Hedley G. Dimock's address to the Canadian Camping Association meeting (March 2-4, 1967), "Canadian Camping – Its Resistance to Change". Hedley discusses these concepts in depth from the perspectives of 1) camper development and 2) the function and influence of the camp director.

Good luck in your endeavours!

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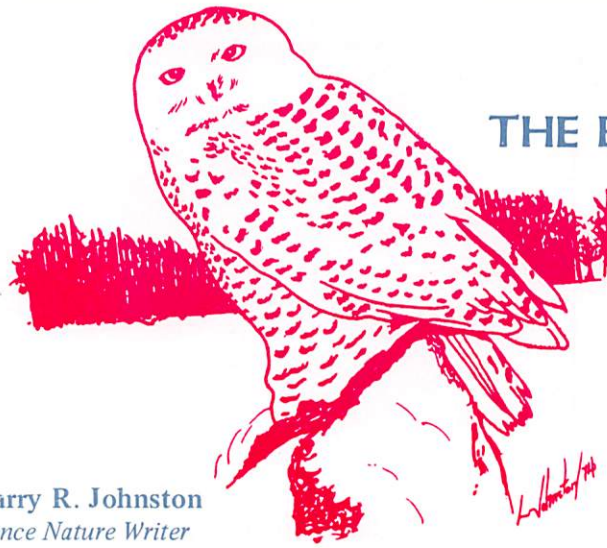


THE ERMINE OWL

by Larry R. Johnston
Freelance Nature Writer

My wife and I were slumped at the kitchen table early on a Saturday morning listening with critical ears to my CBC radio broadcast concerning snowy owls when I looked out the window and announced calmly, "There goes one now".

Sure enough, a snowy owl glided silently past our tenth floor apartment window as though it had received its cue from the radio program. It didn't move its wings all the time it was in sight but in an area dominated by apartment buildings and updrafts, it flashed along at an impressive speed.

In the office of the provincial Director of Wildlife, I sat sipping coffee while tossing questions about the Lemming situation in the Arctic and the sudden appearance of snowy owls when I had another occasion to announce "There goes one now". Pigeons circled wildly about the little park behind the parliament buildings while a snowy owl circled menacingly above them.

Once every half dozen or so years, we are treated to a visit by one of the most impressive members of the owl family *"Nyctea scandiaca"*. These visits coincide with the depletion of the Lemming which results from overpopulation which leads to overwhelming predation, starvation and disease. With a scarcity of Lemming, the Snowy owl wanders south plucking off the odd ptarmigan, weasel, duck, rabbit, pigeon or careless crow.

While out looking for a winter crow roost which I knew was being used by four or five thousand birds, I spotted from a considerable distance, a splotch of white in an otherwise black hardwood stand. It could have been a mound of snow topping a squirrel, hawk or crow nest but one look through the binoculars proved it to be a huge snowy owl probably measuring the maximum length of 27 inches.

While watching the owl, I noticed a small flock of crows no doubt following one of the many flyway spokes leading back to the roost hub. They spotted the owl, quickened their pace, rose high above the forest and began squawking, diving and swirling about the owl. More crows answered the call to battle and the enraged attackers swooped closer and closer to their nocturnal tormentor.

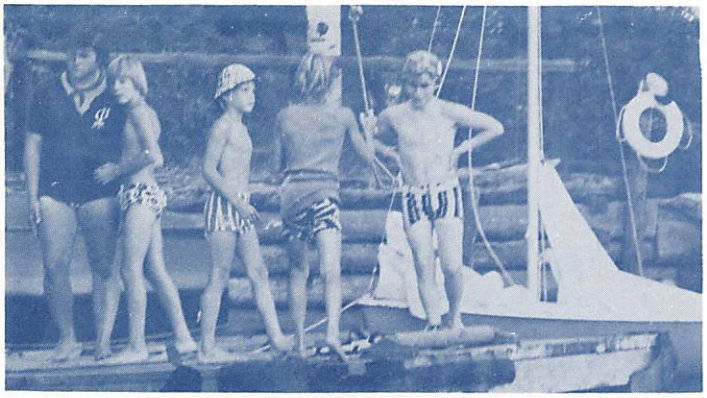
What the crows failed to realize was that unlike the majority of owls which are nocturnal, the Snowy Owl hunts in unbroken daylight throughout the summer months in its Arctic homeland. It is not at all at a disadvantage during daylight hours.

Suddenly, the owl jumped straight in the air, thrust its Wilkinson Sword-like talons out to meet an attacking crow and from where I stood, the scene exploded in a shower of black feathers.

With its prize clutched firmly in its talons, the snowy owl drifted away on wings spanning five feet and although the crows maintained their pestering, the attack had lost its momentum.

On a frozen hillock of the treeless Arctic, five to eight grainy white eggs are incubated in a shallow depression by the female while the smaller male stands guard on a nearby vantage point. Those owlets which stray from the nest soon become the prey of foxes, jaegars or inclement weather.

Although the birds grow to be quite large in appearance, their bodies are quite small weighing only two to three pounds. Thick layers of heavy white feathers trap body warmth, repel water and provide perfect camouflage for this silent raptor of Canada's hinterlands.



Your job as a counsellor

STARTS NOW!

by Viiu Kanep
Camp Wapomeo

WANTED – Cabin counsellor for Camp. Anyone, anywhere for summer 1974. Must be willing to begin NOW.

Why now? It is only mid-winter! Very true. But, if you and your campers are going to have a rewarding summer, this is the time to start making your preparations.

Because your campers are still unknown quantities, you are right in assuming you can't do specific things with and for your youngsters, *but* you can accomplish a great deal with your own self, your ideas, your desires, your values, your experiences, and your objectives.

It doesn't matter what camp you will attend or whether your group will be large, of different ages, or co-educational. As a counsellor you must realize that by signing your contract you have accepted one of the most responsible, demanding, yet enjoyable positions in camping. You will yourself grow in many varied ways as you help your campers to grow in their way. All of a sudden your personal desires will have to take second place to those of your cabin group. So often, unfortunately, we see counsellors fall by the wayside because they are not able to give enough of themselves to their youngsters. Yes, camp is for campers! Give yourself a chance and you can enjoy one of the best summers of your life.

So often, inexperienced counsellors feel they should carry out psychological experiments with their cabin group, or use each camper as a case study for a sociological report. They try to analyze or psychoanalyze everyone and every action. In my opinion this is not summer camp counselling.

Some of the best counsellors with whom I have worked have been just plain, down-to-earth human beings trying to be their natural selves all the time. Sure they are experts in human relations – experts in just plain concern for others. They are deep thinkers – the kind that weigh all angles before they act. They are self-motivated individuals in that they can act on their own without having to be pushed and guided constantly by others. They are humans who possess that wonderful quality called common sense. Above all, though, they are concerned – concerned for their campers, for their camp, and for the out-of-doors in general.

Getting Prepared:

If you will be a first-time counsellor at a camp, your homework is cut out for you. It is now that you should get in touch with as many people as possible who can give you specific information regarding the camp's philosophy, its aims, its physical layout, its routines. In most cases sessions with the camp director and/or senior personnel are most beneficial. Counsellors who are familiar with the setting are fortunate because they can overlook this first orientation step. From here on in, however, the preparations are the same for both types of individuals.

It will bé a difficult task getting to know yourself and for you to realize how you will and should react in certain situations. Some of your concerns should be:

ENTHUSIASM: Are you an energetic, on-the-go individual– one who dislikes sitting around doing nothing? Is your enthusiasm sincere enough to enable you to display it all the time? A keen, enthusiastic counsellor is contagious! Such a person will motivate the campers to look, ask, see, try, and do.

FACIAL EXPRESSIONS: Are you a natural frowner, or do you have a constant natural smile? Are you able to express joy and happiness in called-for situations? Are you able to cover up emotional concerns so that your cabin group will not be burdened by your problems?

SELF DISCIPLINE: How would you rate yourself here? So often many of us fall short of our intentions. It is so easy to rationalize and procrastinate, and thus to drift aimlessly. For instance – you find it hard to get going in the morning, but is this a fair reason to have your campers miss out on an early morning paddle in the mist?

DISCIPLINE: That extremely complex topic! Have you thought what your feeling is on this subject? Are you of the strict school or the permissive one? Do you realize that no matter what your philosophy is, you must have the ability to say "NO". Saying "YES" to everything does not automatically make you a good counsellor. All campers like to be guided. They find it is easier to have others set their limits rather than do it themselves.

COMMUNICATION: Are you capable of sharing ideas with others . . . be it with your camp director, your peer group or the campers? The development of such a rapport with your campers, your fellow counsellors, your section heads, your camp director is a "must". Remember that this process might entail that unique ability to listen and to hear, to discuss and explain, and then perhaps to compromise.

Being Prepared:

Once you have sorted out your own feelings, ideas, and reactions, there are some specific preparations that you can make. For many of these, however, knowledge of the camper regarding age, sex and interests is essential.

You, as a counsellor, should always have a collection of appropriate stories on hand. Bedtime stories can often provide a wonderful climax to an eventful day. Sometimes, during the rainy spells, story hours can be very enjoyable. Acting out stories or plays will give the campers the chance to show their imagination and talents. The public libraries are a good source of supply in this area.

Songs always play a big part in any camp. Every staff member should be equipped with a long list of favourites. The traditional songs have a distinct place but new songs tend to add a great deal of spirit to a cabin group, a section and to the whole camp. The younger campers are thrilled with action songs, so try to learn as many as possible. Singing during your campfires, after dinner, and on hikes is fun! If you can play an instrument, get it in good condition and practise those favourite tunes. There is, indeed, truth in the statement . . . a *singing* camp is a *happy* camp.

As a counsellor you will often need ideas to fill gaps in the daily programme. A ready knowledge of group games can be so handy – games for older campers, younger campers, small or large groups; games that are active or quiet – all should be found in the repertoire of a concerned counsellor. Party games books can be invaluable here.

The aforementioned activities and ideas should form a good supply of resource material. In my opinion, however, the greatest emphasis in preparing for the summer is in the realm of understanding the surroundings – the environment, the setting, the campsite. Each counsellor should know the area well enough to be able to plan trips, excursions, paddles, hikes and walks all around the camp area. So often there are points of interest and areas of historical importance that should be shared with everyone who spends some time in that vicinity.

Another area that requires emphasis and understanding is in the nature around us. Research on topics such as trees, birds, flowers, minerals and animals characteristic to the camp's locale, will give you and your campers a better understanding and, therefore, a greater appreciation of Life. In addition, will you be able to answer those many puzzling questions regarding our weather – where does rain come from? what is a rainbow? why are clouds different? what are thunder and lightning? Can you answer these? All of these phenomena become a definite part of a camper's stay in the out-of-doors. The night also opens up a totally new world. Are you familiar with the strange sounds that can be heard? Do you recognize stars? can you point out different constellations? The young inquisitive mind is intrigued by the revelations.

So far I have not mentioned anything about the physical skills that a counsellor should have. I tend to take for granted that he or she will work at improving them continually. There is nothing more limiting to a cabin group than to have a counsellor who is unsafe on water, unable to paddle or sail, or dislikes walking. Most communities offer water safety programmes that will be of great value to the inexperienced, or will requalify the previously qualified individual. Confidence in your physical skills will set you more at ease, so that you will derive double the enjoyment from your experience.

If you are still interested in applying for that initial 'wanted ad', you have made it! You, who are ready to help yourself, will help the campers to attain their goals and thus the summer should be a great success, all things being equal.

Editor's Note: The following is a list of some recommended books for reading before camp opens:

"The Camp Counsellor's Book" – Northway & Lowes (Longmans Canada Ltd.)
"Summer Magic" – Kenneth & Susan Webb (Association Press)
"Lights from a Thousand Campfires" – Kenneth B. Webb (Association Press)
"Camp Waterfront Programs and Management" – Richard H. Pohndorf (Association Press)
"Laughter in the Front Hall" – Mary L. Northway (Longmans Canada Ltd.)
"Inspirational Poetry for Camp and Youth Groups" – H. Jean Berger (Burgess Publishing Co.)
"The Camp Program Book" – Catherine Hammet (Association Press)
"The Call of Algonquin" – Mary G. Hamilton (Ryerson Press, Toronto)
"Talks to Counsellors" – Dimock and Statten (Association Press)
Ontario Camping Association Conference Digests or Reports.

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A STRANGE HAPPENING

It happened, they tell us, a long time ago, but it could have been yesterday. In a country torn by war, soldiers as peace-keepers or soldiers in rebellion became familiar sights and the people of the villages were never quite sure which was which. Food was scarce and life was hard. Worst of all, people found it very difficult to trust others, particularly strangers.

To such a village, two soldiers, separated from their company, came as strangers, footsore and weary. "We are hungry," they said. "We haven't eaten for two days and are very tired. Will someone give us something to eat?" But the villagers replied, "Food! we haven't enough for ourselves. None of us has had a good meal for several days. We haven't anything to spare for strangers." "Well, if that is so," one of the soldiers said, "we'll have to make some stone soup for you." "Stone soup," they gasped, "what in the world is stone soup?" "If you'll help us, we'll show you," said the soldiers. It was agreed.

"First, we will have to find a big iron kettle." A villager knew where there was one and a big one soon appeared. "Now for a fire, where can we get wood?" Soon the wood appeared. "Now we'll need water to put in the pot." That was soon provided and the fire lighted. "Now we'll need a few nice clean stones to put in the water." Some of these were carefully chosen and put into the pot. "A little salt and pepper would help to make it tastier, if only some were available," suggested one of the soldiers. A villager responded and said, "At least I can spare some of that." "If only there were a cabbage that could be added," said the other soldier. "Oh, I can get a cabbage," said another villager. By this time, the folk of the village were becoming enthusiastic, and when onions and carrots were mentioned, they were found. Some even brought some beef, until everything that makes soup both smell and taste good had been included. And soup never tasted better to any of them than it did that day as they shared their stone soup together.

No one seemed to know what the stones added to make it so tasty. Everyone agreed, however, that something important had happened to them that day. More than their hungry bodies were fed.

It might have been like a day in camp. They learned that there is something more important than what happens to our bodies and our appetites. In the excitement of sharing together in a new discovery, everyone doing what he could do, new relationships developed in which mistrust was forgotten, and the joy of caring and love for one another made the happening of that day one of the great learning experiences of their lives.

–Clarence Ferguson

Editor's Note: It is hoped that this column will be a regular item in "Canadian Camping". The purpose of it is to print some story, poem, inspirational thought, etc. which can be read around the campfire, in chapel, morning prayers or in silent contemplation. If you have some writings you would like to share with our readers, please forward them to the Editor.

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EARTH DAY

by Arnold R. Cohen
Former Director, B'nai B'rith Resident Camp, Winnipeg

The Y.M.H.A. B'nai B'rith Camp is located on an island in Lake of the Woods near Kenora, Ontario. The camp serves 120 boys and girls age 9 to 16 in 3 sessions of two weeks duration during July and August. Last summer we had an "Earth Day" program which was such an outstanding success that I would like to share it with other camps.

Before camp began, meetings with senior camp staff were held to assist in developing new program ideas. It seemed that one area we always discussed with campers was an appreciation and care of the environment. Individual groups had planned and implemented many programs on the theme of pollution in past summers. But last summer, the staff believed there was a need for a greater emphasis in regards to the environment. Hence we developed a program around the theme of an "Earth Day". We began the plan with the establishment of the objectives.

The first and most important objective was the development or change of attitude among the campers and staff regarding the environment. It was the hope, as well, that if this objective was established, depending upon the degree, the concern for the environment would be transferred to other settings.

The second objective was to involve people outside of the camp so that what we were doing would be an example for others in the area to follow. In order to accomplish these objectives, we decided that it could not be just a "talking" program with discussion groups, the campers had to be actively involved in an environmental program. Hence "Earth Day" was evolved.

The Program — "Earth Day"

We began the program with waking the campers up at 11:00 p.m. to come to a mass assembly. When all the campers were assembled, we showed a fifteen minute film *"The Rise and Fall of the Great Lakes"*. The film is an excellent portrayal of the pollution of the Great Lakes which has been caused by increased technology and lack of concern. Following the movie, the program director introduced "Earth Day" which was to be held the next day at camp. An oil drum was hung in effigy and a large scroll was unfolded as a proclamation for "Earth Day". The campers then went back to bed.

The next morning at breakfast news reports from around the world were given by camp staff every two or three minutes. They included forest fires burning out of control which were caused by careless campers, oil slicks on the oceans, raw sewage being dumped into the lakes and rivers of our country, and air pollution that was so bad in Tokyo that masks had to be worn and oxygen stations set up due to the pollution caused by cars.

Following breakfast, half the camp went to swimming and half to canoeing where our instructors made a presentation of what Lake of the Woods could be like in 1980. They indicated the water was so polluted that there could be no swimming or canoe instruction.

The air had become so bad due to industrial wastes that we were going to have to evacuate the area. The campers then came back to a mass assembly in which they received a challenge about the world in which they wanted to live. Was it a world which would be shaped and determined by others or was it a world in which they would have a share and voice in its development? If the world belonged to everyone then everyone should have a part in the development of that world. In order to have a say they could not just sit back and be passive spectators. **THEY** must be involved and they must assume some responsibility for the world. Therefore it really does not matter if we personally litter. It really does not matter who desecrates the environment. The result affects us. If we want to perpetuate the beauty of nature then we have to assume the responsibility for the actions that will achieve our goals. By our exerting a leadership role by example, other people may follow and hopefully become as concerned as we are and take appropriate actions.

In order to meet this challenge, the whole camp was transported to a public island several miles away which was littered with broken bottles and garbage. The older campers went by canoe and the younger campers were transported by a large boat. When we phoned the owner of the boat in Kenora and told him that we wanted to charter his boat, he became so excited by the program that he gave us the boat at no charge as his contribution to the program. We contacted the Department of Natural Resources in Kenora and they offered us two men for the day as well as all the equipment we wanted to assist in the clean up.

After our arrival at the public beach, three large tents were erected for changing and for first aid. Sandwiches, juice and fruit had been packed for the campers to eat at lunchtime.

The island had been divided into sections and the groups were dispersed to designated areas for the purpose of cleaning up. They found large open garbage pits which were cleaned up, bottles were collected and within a couple of hours the island was spotless. The most rewarding aspect of the program was to see campers, ages 9 to 15, excited

Photos courtesy Ont. Ministry of Natural Resources

about collecting garbage. You could hear campers yelling, "I found a pile of garbage; bring the garbage bags", and several campers running to collect the pile of garbage. The garbage was then loaded into boats and taken to the town dump through the co-operation of the boat and truck supplied by the Department of Natural Resources.

Following supper, back at camp, we had the chief forest ranger of the area talk to the camp about pollution, forest fires and concerns about the Lake of the Woods. After the discussion with the Chief Forest Ranger, counsellors took their groups back to their cabins where they wrote letters to Jack Davis, the Federal Minister of the Environment, about our concerns for the preservation of the natural environment, the dangers of pollution and suggestions for government action.

The program concluded with the whole camp assembled on our dock and the oldest boys' group paddled into the dock by torch light carrying a tree which was planted near the top of our boat dock. The tree was symbolic of our stake in the future.

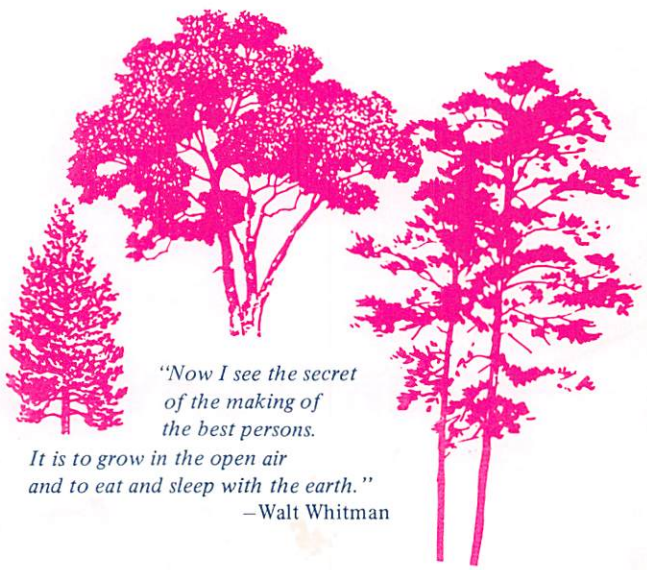
Evaluation of Earth Day

The implications of the program were gratifying. The objectives of the program . . . to develop attitudes among the campers of concern for their environment, an increased awareness of nature's beauty and a feeling they would assume responsibility to perpetuate the beauty around them . . . were achieved to a very large degree. These attitudes were thoroughly demonstrated throughout the program. Staff overtly displayed an excitement about the total program which is one of the reasons that it was successful.

A second implication of the program was the involvement with the total community. Too often in resident camping we totally isolate our campers from the world in which they must function and live. On the one hand, this isolation can be the beauty of a resident camp setting but, on the other hand, the values that we hope to be transmitting to campers must be taught in a way that allows for transfer to the world outside camp. One of the ways for that transfer to occur is making the campers aware of the setting in which the camp is situated. The transference should include the people in the surrounding areas and/or the nearest town. As another example to the above program, a group of young girls at camp made puppets using their own canteen and gave these to the children's ward in the local hospital. The people involved in the camp-wide program were local entrepreneurs and resource personnel. During the program pictures were taken and an article was submitted to the local newspaper. The program and pictures were featured on the front page of the Kenora, Ontario newspaper. We extended the immediate areas of the program by writing to the Federal Minister of the Environment. We had a reply, after camp, and xerox copies of the letter were sent to the campers.

Since camp, the staff have heard from many of the campers. They expressed concern about their urban environment and an awareness not present before the program, which seemed to be a reaffirmation of the achievement of the program objectives.

In camping we have an ideal opportunity to accomplish these objectives. I hope that in many camps "Earth Day" or similar types of programs are already being implemented. If not, it is time to begin! ■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of the making of
the best persons.
It is to grow in the open air
and to eat and sleep with the earth."
–Walt Whitman

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WIDE games

by Neil Graham
Associate Director, Boys' Camp,
Pioneer Ranch Camp

Many of our wide games were developed in planning sessions with counsellors and staff at our Pioneer Camps in Alberta. Joe Curry was the basic "brain" behind many of these games and was the man responsible for our learning how to dream them up.

What is a wide game? The only definition I've ever heard is that it is "a game involving large teams of people over a large area of land".

The wide game people are most familiar with is often called "Capture the Flag". In this game, people are divided into 2 teams and given a number of flags (i.e. towels, papers, etc.) The teams are given a territory to occupy and are to place their flags together somewhere within that territory. A clearly marked or defined boundary will separate the territory of the teams. The flags are generally required to be visible from some stated distance (i.e. 50 feet) and generally are surrounded by a circle (made of flour, toilet paper, etc.). The object of the game is for each team to successfully cross into the other team's territory and get into the opposing flag circle without being "killed". Once inside the circle the attacker is free to take one flag back to his territory. When one team loses all its flags the other team has won.

Each team appoints some people to attack the other's base and some to defend its own. There are various methods of capturing attackers. Generally the defenders must seize some article off the attacker – a crepe paper arm band, a piece of adhesive off the forehead, a hat, etc. In Co-ed games we sometimes make a rule that only girls can attack other girls, but often the girls want to be "liberated" from the role! If you are captured you will be taken to a prisoner's base located somewhere on the enemy territory (also a large circle or natural clearing with clear boundaries). You must stay in the prison unless you are freed by one of your comrades breaking into the prison and touching you without being captured. Sometimes the rule is that one person successfully breaking in frees everybody in the prison. The freed prisoners go back into their own territory where they are given fresh arm bands so that they may rejoin the game.

This game outlines the basics of a wide game. There are innumerable variations and several examples of these will be described in forthcoming issues of "Canadian Camping".

Our wide games were generally given some added meaning by involving a theme taken from past or contemporary history.

This and other examples to be published should give you enough ideas to create many of your own new outdoor games. It might be helpful to suggest a few principles that will make most wide games work effectively.

(1) Plan a wide game with several other people – evaluate every part of it together to make certain it will really work and be fun and safe. Two or three of you thinking it out together will soon see loopholes in the game – things that need to be clarified, etc. Try to anticipate ways of cheating and cover them with rules. However, be sure not to stamp out all "creativity" with rules.

(2) Ask yourself, "Will everyone be able to play in this game till the end? Is it possible the game could be over in a very short time?" Try to make sure the game is challenging enough to last some time but simple enough so that people will actually feel they are getting somewhere.

Again be very careful to see that people are "recycled". For example, when someone loses his life or is imprisoned, there must be a fairly simple way for him to get back into the game again; otherwise, the game will be very boring for him.

(3) Make sure all boundaries are clear. A person must know when he's safe and when he's not. If the boundaries are really clear, disputes will be kept to a minimum. Make use of clear roads and trails, use string or toilet paper or fires to make clear lines. Also, a number of supervisors on hand at all major spots of conflict can help to quickly rule on disputes before they get out of hand. Keep the game moving!

(4) Try to design your games so there is a role for the quieter, non-athletic campers. Adjust your game to your crowd.

(5) Make your scores high. Instead of one point for a prisoner, make it 1,000 or 10,000 etc. It sounds much more impressive. Also, check to make sure your scores are balanced. Balance your teams athletically.

(6) Make sure teams are clearly identifiable – everyone must be able to tell who is on which team (unless the game specifically involves not knowing). Kids will tend to try to hide their arm bands or their tape. Stop that action quickly.

(7) Watch for safety hazards. Check out areas to be used before each game. Get rid of barbed wire, open wells, dangerous holes, etc. Clearly mark dangerous areas and remind campers of them. Night games in the bush are dangerous. Emphasize skulking at night rather than running. You've got to be sneaky, not fast.

(8) The game is to be played by the rules set down. It will never work unless campers understand the concept of honour. If you are shot – you're dead; if you are clubbed, you must go as a prisoner; if you have been caught, you must give up your booty. Heavily penalize teams that cheat.

(9) Make sure leaders understand the game clearly. Always have a few counsellors helping the campers on each team. Go over the game rules thoroughly with everyone ahead of time. Use a map to clearly illustrate boundaries. Have leaders in control of the areas where points are made or lost.

(10) It is helpful to get the whole camp excited about the game ahead of time, by having some kind of confrontation between the teams before the game – even just a put-on fight or verbal attack between the leaders will help to polarize feeling in the camp and enable people to "feel" the game much more quickly. ■

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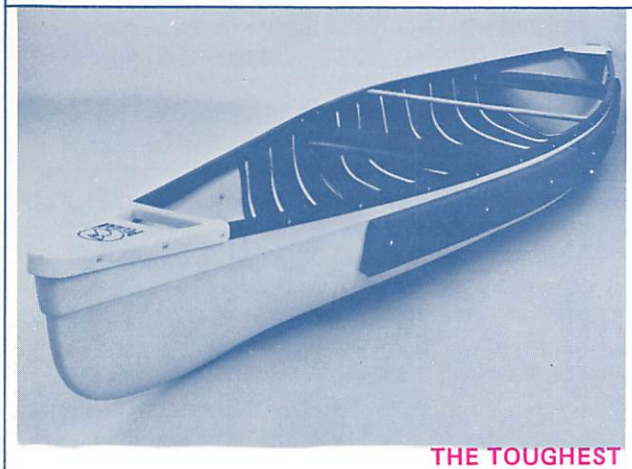

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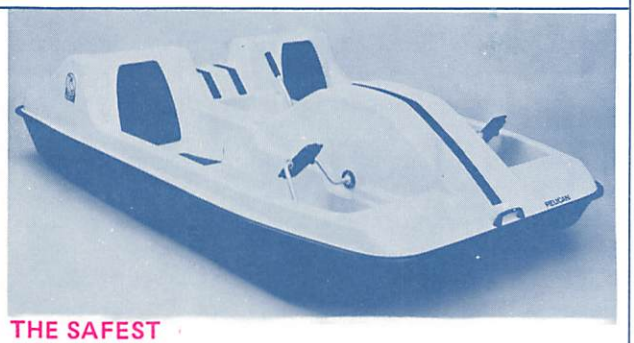

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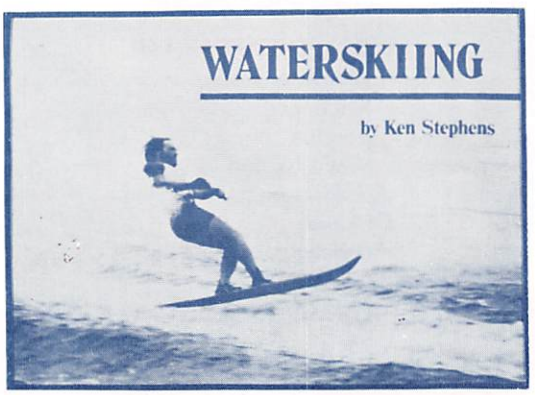

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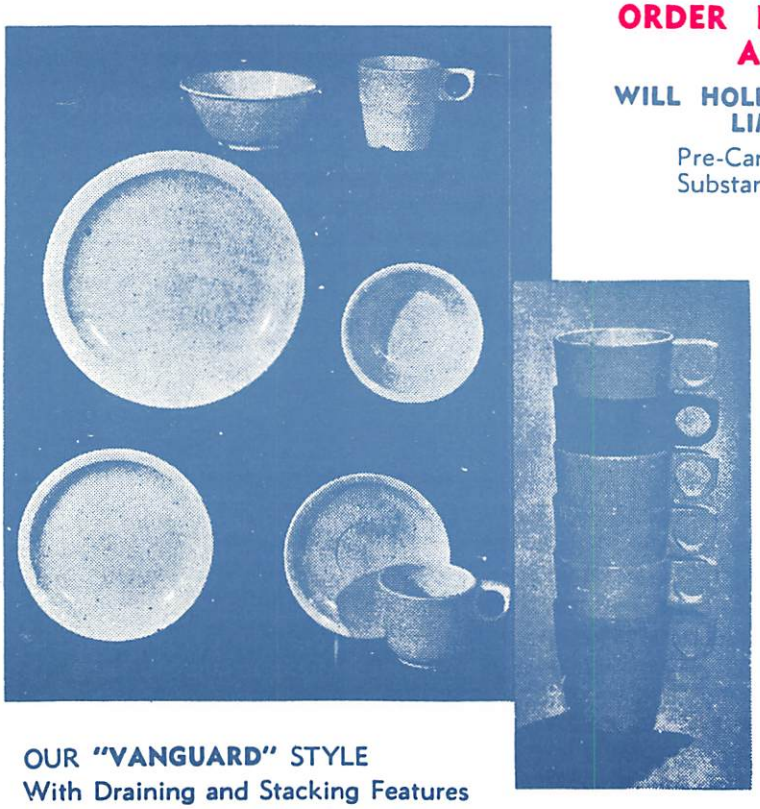

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from Quebec

. . . . . A C.I.T. PROGRAMME IDEA

–Madelene Allen
Director, Camp Ouareau

We, in Quebec, are familiar with our provincial standards. We view this tome in different lights depending on the time of year and the stage of development of our camp. Idealistically, in the first planning stage, we use it as a guide line in organizing for the summer and when we take that first tour of camp after the snow has left its wrath of cracked beams and the spring rains have washed out the paths. Even though we know we have done our best, we view it with slight trepidation as we leaf through its pages the night before the visitor is expected. Have you, however, thought of it as a teaching tool?

As a young director who has the privilege of serving on the Q.C.A. Standards Committee, I tried giving it to my C.I.T.'s, at the six week point of their training, along with the marking scheme. The five young ladies took their assignment very seriously. They worked in pairs on different sections for a period of one week, in addition to their regular training schedule.

I was interviewed by one girl who had pencil and notebook at the ready. I saw my senior staff members carrying out their duties with a C.I.T. shadow. The records of programmes and staff lists were made available. The waterfront was inspected, the canoes examined, the toilets counted, the outlets of the septic tanks checked after a heavy rain. I almost expected to see one of them coming out of a garbage container! It was an exciting week! At the end of the period, the group came to my cabin and we talked far into the night over innumerable cups of coffee.

I found the comments of those young adults very worthwhile, quite critical and realistic. They learned a great deal of what was involved in running a camp; also, they learned to look at much, which they had previously taken for granted, with a whole new outlook.

If a director has the time and faith in her C.I.T.'s and faith in the camp, then I would highly recommend this activity as a part of any C.I.T. programme.

and from New Brunswick

. . . . . AN OPINION

IS IT WORTH IT?

Every enthusiastic camp leader has been discouraged when trying to sell the importance of camping to a committee, council or congregation. So few people can truly realize the real worth of camping. Even discouraged camp chiefs often despair and say . . . is it worth it all? The camp season leaves the leader tired and in "down" moments will ask himself: "is it worth it? Have I accomplished anything?" Then he recalls the dying embers of a campfire and a teenager who stayed behind just to talk. He remembers sitting on a log overlooking the water with the moon dancing on it and discussing some real problems with this youth. Forgotten, then, are those discouraging moments and he looks forward eagerly to the fall and winter weekends when some of the gang will be back.

The job of a camp enthusiast is to sell camping to the general public. One of our oft-repeated mistakes is to try and do this selling job by word of mouth or a few hastily prepared photos. This is a very inadequate way to get disinterested people enthused about what is happening in an active camp programme one hundred miles away.

The suggestion came from the National Camping Day Committee to invite people to the camp on that day. One New Brunswick camp followed this recommendation and among its guests were the local weekly newspaper editor and his wife. And the result? A tour of the camp after dinner brought such enthusiastic response resulting in a front page editorial, in bold type, which editorial found its way into 5000 homes. Nothing can surpass having people on the grounds for a few hours so that they have a first-hand impression of 80 or 100 campers enjoying their meal, crafts, sports and everything else that makes up the camp scene.

What today's camp needs is a group of vitally interested people who are tired of reading about the problems and faults of youth and want to give them a chance. Too long we have tried to put youth into a mould and they aren't interested! They want reality.

I have watched the changes in camping patterns in the past 25 years and see little change in the actual camper. They still want camping and not glorified entertainment. They still want the out-of-doors. What really counts is the personnel and not great buildings. It's worth it! A man phones from Ohio merely to say "Merry Christmas" and to extend thanks for his days at camp. A lady returns to the grounds to show "her camp" to her husband. These experiences make it all worthwhile.

Let camping people in Canada hold their heads high! Camping is here to stay . . . as long as we have youth, natural environment and people who really care.

–Rev. Philip A. Giberson
Saint John Valley Bible Camp

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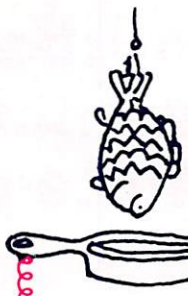


OUTDOOR COOKERY

BANNOCK (BASIC RECIPE)

For each cup of flour add 2 tblsp. shortening, 2 tblsp. baking powder (more or less), and ½ tsp. salt (or sugar). Mix all ingredients thoroughly and *then* add just enough water to make it "hang together". Bake in reflector oven, or in a frying pan (stand it up beside fire to collect heat).

Bannock can be used wherever bread is used in addition to the following variations —

1. Add 1 tblsp. sugar. Add flavourings of any kind, such as cinnamon. Includes berries, chopped dates, nuts, raisins, etc. Make a chocolate or butterscotch sauce and pour it over bannock for dessert.
2. Bannock can be made into cheese teabiscuits by adding cheese and cutting the flattened dough into biscuits.
3. For a nice variation, stir small pieces of semi-sweet chocolate into the bannock — this makes an excellent chocolate cake dessert. Top with lemon, orange or chocolate sauce.
4. Bread twist—To the bannock recipe add just enough liquid to make a stiff dough. Mould dough into a ribbon about 2 inches wide and as thick as your little finger. Twist around stick, toast and fill with butter and jam.

TRAIL RAREBIT

2 tblsp. butter
4 tblsp. flour
1¾ cups evaporated milk
1 lb. cheese, diced
1—19 oz. can peas
1½ tsp. salt
¼ tsp. cayenne
10 slices toast

Melt butter in frying pan. Rub in flour until smooth. Add milk slowly and stir until mixture thickens and is smooth. Add cheese; stir until it is melted. Add undrained peas and seasoning. Cook until mixture is thoroughly blended: Serve hot on toast.

Serves 10.

CINNAMON ROLLS

2 cups bannock, mixed
2/3 cup water
Cinnamon
1/8 lb. margarine
Brown sugar

Add just enough water to moisten dry ingredients. Roll out ¼" thick. Put butter on dough and sprinkle with sugar and cinnamon in generous amounts. Make into a roll. Cut in slices about ¾ inch thick or bake as is. (May also be made with cheese in place of cinnamon, sugar and butter.)

SALMON (TUNA OR GROUND MEAT) PINWHEELS

Roll out bannock about ¼" thick. Moisten salmon with cream or oil in can and spread with dough. Make roll and slice into ¾" pieces and bake before a moderate fire. Serve with peas and cream sauce.

CHARLIE'S HASH

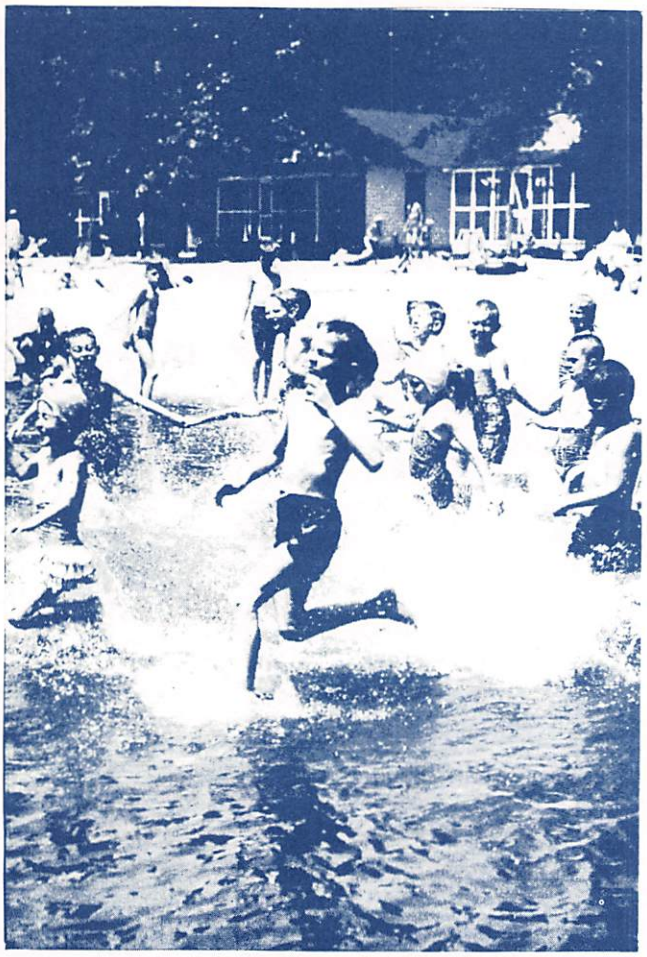
Cut bacon into small pieces and fry until partially cooked. Add sliced onions and potatoes. Add water to steam until vegetables cooked (with lid on). Beat eggs and add to mixture. Cook until egg is scrambled. Salt and pepper to taste.

Each camper will need: 2 slices bacon, raw potato, ½ onion, and 1 egg.

SPANISH BURGERS

2 tblsp. bacon fat or 1 cube butter
2 lb. hamburg
1 onion, chopped
1—10 oz. can chicken gumbo soup
3 tblsp. ketchup
3 tblsp. prepared mustard
or ½ tsp. dry mustard
½ tsp. salt
¼ tsp. pepper

Brown the hamburg and onion in the bacon fat or butter until the red colour is out of the meat. Add the remaining ingredients and simmer for about 15 minutes. Add a little water, if the mixture cooks dry. Put on toasted rolls or on biscuits.



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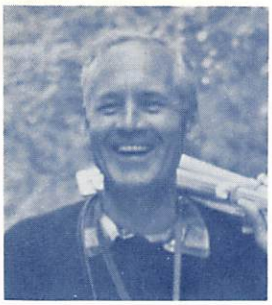


from Kitchen Waste to Fresh Food

by Sam G. Hambly,
Camp Allsaw

If Youth as citizens, electors and legislators are to solve environmental problems on which curvival depends, it seems logical that practical experience be provided at an early age. Youth should be aware of pending environmental problems. The habit of involvement in finding solutions is desirable.

Camp is a good place for this experience. The recycling of organic waste is a feature of the cycle on which life depends. It is the roots of our existence. Materials and space are available in every camp community. The principles of ecology and conservation that are involved provide creative activity and dynamic experience for the campers.

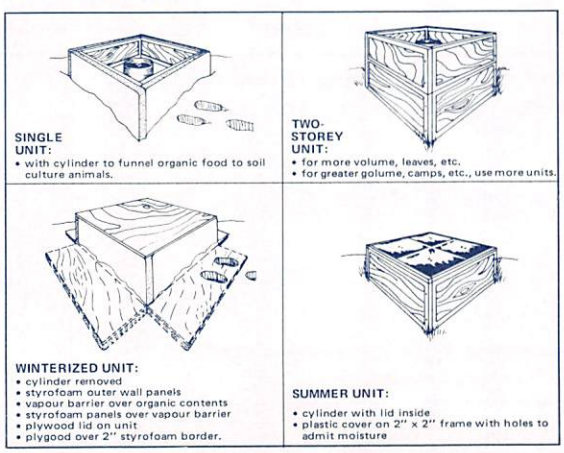
It is imperative to develop a feeling for the natural conditions necessary for developing a high quality of soil culture. The elements are – food for the soil – building life (organic kitchen garbage, etc.). heat, and moisture.

To set up a recycling facility: (for summer camp use more units)

A. Get one sheet of 1/4 inch aspenite plywood, cut into sections 2 ft. x 4 ft. Put a frame of 2" x 2" stock around each section. Set the panels up to form a square 2 ft. x 4 ft. Drill the corners 4 inches from top and bottom and fasten together with 1/4 inch bolts or wire. Two squares provide a two-storey recycling unit. Make 2 covers – one of plywood 4 ft. x 4 ft. 3-1/2 inches, a second of plastic on a frame of 2" x 2" stock, the same size.
The plastic lid conserves moisture and keeps out flies in summer weather. It also enables the facility to be used as a hotbed for growing seedlings in the spring. The wooden cover can be used on the second storey or stored for use during winter months to keep out the snow.

B. Set up the frame(s) and fill them with a mixture of leaves, straw, hay, grass clippings, other organic waste and some farm manure in a 4 to 1 ratio. Add water to make the mixture moist. This provides a medium to get the culture started.
In three months, add 2 gallons of active soil culture containing a variety of soil-building life.
With a two-storey unit, the mass may be shuffled from one to the other for mixing. Frequent mixing of the mature culture and fresh materials to provide an air and moisture balance is essential for a copious population of soil culture animals.

C. In summer, assemble the contents of the unit, with a plastic garbage pail from which the bottom has been removed in the centre of the mixture. This enables the operator to funnel fresh organic waste to the bottom of the mass of culture. The soil – culture life – bacteria, fungi, earthworms, springtails, sow bugs, etc., will feed from beneath. A tightly fitted lid on the bottomless garbage pail and a plastic cover on the unit make the facility sanitary for use in urban areas.


SINGLE UNIT:
• with cylinder to funnel organic food to soil culture animals.
TWO-STOREY UNIT:
• for more volume, leaves, etc.
• for greater golume, camps, etc., use more units.
WINTERIZED UNIT:
• cylinder renoved
• styrofoam outer wall panels
• vapour barrier over organic contents
• styrofoam panels over vapour barrier
• plywood lid on unit
• plygood over 2" styrofoam border.
SUMMER UNIT:
• cylinder with lid inside
• plastic cover on 2" x 2" frame with holes to admit moisture

D. In winter (mid-October to April) use styrofoam insulation and plastic to conserve the natural 40°F. temperature of the earth and the chemical heat generated by the composting mass of organic waste. To do this, use panels of styrofoam 3'9" x 2'9" on the plywood sides of the box inside the 2" x 2" frame This may be secured by styrofoam contact cement. For extra warmth put a 2 ft. border of 2" styrofoam protected by 3/8" plywood on top of the ground around the unit. Inside the unit, remove the plastic funnelling cylinder. Mix the mass to a homogeneous mixture. On top of the mass, spread a sheet of plastic for vapour barrier. Over this, place 2 panels of 2 inch styrofoam (3'9" x 1'10"). This leaves some space for ventilation around the edge. Cover the unit with the wooden plywood cover.

As the kitchen garbage accumulates in winter, spread it on top of the soil culture mixture under the vapour barrier. A good technique is to remove one panel and turn back the vapour barrier on alternate days or weeks for adding the accumulated waste. To check the temperature within the unit, place a thermometer with a plastic frame under the vapour barrier.

Hence a good supply of food (a variety of kitchen garbage), heat, moisture, and air enable the soil-building life within the culture to propagate and function throughout all seasons.

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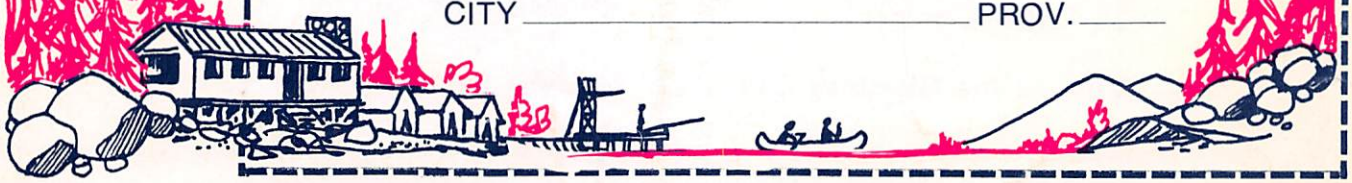

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